

Fall 2016 Title Programs' Newsletter



SAVE THE DATES!

Wednesday Café Webinars

2nd Wednesday of the month

1:30 pm CST

November 9, 2016

2017 Title Conference

July 11-12, 2017

Pierre, SD

Inside this issue:

Title Information	2
Tips & Tools	4
Resources/Conferences	5
Educational Structures	6
Homeless Students and School Plans	7

Title I
Reminder/Grammar
Tip: Alliteration

Title I Teachers in
Targeted Assistance
Programs Teach
Targeted Assistance
eligible students.

The History of Veterans Day

World War I – known at the time as “The Great War” - officially ended when the Treaty of Versailles was signed on June 28, 1919, in the Palace of Versailles outside the town of Versailles, France. However, fighting ceased seven months earlier when an armistice, or temporary cessation of hostilities, between the Allied nations and Germany went into effect on the eleventh hour of the eleventh day of the eleventh month. For that reason, November 11, 1918, is generally regarded as the end of “the war to end all wars.”

An Act (52 Stat. 351; 5 U. S. Code, Sec. 87a) approved May 13, 1938, made the 11th of November in each year a legal holiday—a day to be dedicated to the cause of world peace and to be thereafter celebrated and known as "Armistice Day." Armistice Day was primarily a day set aside to honor veterans of World War I, but in 1954, after World War II had required the greatest mobilization of soldiers, sailors, Marines and airmen in the Nation's history; after American forces had fought aggression in Korea, the 83rd Congress, at the urging of the veterans service organizations, amended the Act of 1938 by striking out the word "Armistice" and inserting in its place the word "Veterans." With the approval of this legislation (Public Law 380) on June 1, 1954, November 11th became a day to honor American veterans of all wars.

For more on the History and meaning of Veterans Day, go to:
<http://www.va.gov/opa/vetsday/vetdayhistory.asp>



Did you know....

That there are 10 other Federal Holidays and
44 Congressionally authorized patriotic and
national observance? For more information,
click here:



Title Conferences:

2017 National Title I Conference

February 22 - 25, 2017

Long Beach, California

2017 SD Title Conference

July 11-12, 2017

Pierre, SD

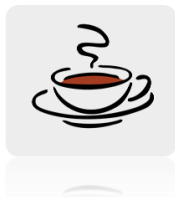


NOTE: If you were unable to attend our 2016 Title Conference this year or if you missed out on the handouts or PowerPoints from sessions, please take a few minutes to visit our website for links to many of the sessions:

<http://doe.sd.gov/title/conference.aspx>

We found a USB drive at the conference with pictures that look like they would have sentimental value for someone. If it is yours, please give us a call or send us an email.

Title Programs Wednesday Café Webinars



Do you want to learn more about Title Programs? Would you like to network and learn from others in the field? Then join us for **Wednesday Café.**

What: **Wednesday Café** is a **discussion** and **information networking** session for those who are at the crossroads of **Title Programs** and learning. Our monthly gatherings feature a short talk, fresh coffee and thought provoking conversation.

Who: Our members are those who want to learn more about **Title Programs** and refresh their knowledge and hear from others in the field too. The webinars will be approximately 45-50 minutes.

When: Join us in 2016 on Wednesday afternoons, 1:30 CST

November 9

Future dates will be sent out at a later date, most likely restarting in February.

Where: The **Wednesday Café** takes place at your computer and we will visit via webinar.

Remember to mark the days on your calendar and we will see you for coffee.

Topics of Conversation may include: Family and Community Engagement, Targeted Assistance and Schoolwide Programs, Data, ESSA reauthorization-Where are we now?, Consolidated Application Program Information and other topics related to Title Programs.

To sign up for the webinar: <https://southdakota.gosignmeup.com>

On the left bar, look for and click on **Show All, Professional Development** and then choose **Title Programs Wednesday Café**

K12 Mailing Lists

Just a quick reminder: There are many mailing list available for educators to help bring you information in your field or in areas of interest. Check them out by going to the K-12 Mailing Lists, on the K12 Data Center webpage:
<http://www.k12.sd.us/MailingList/>









Join our Title I listerv today!



TIPS for meeting requirements for Title I Family and Community Engagement

SCHOOL/CULTURE CLIMATE

-  Ensure communication is regular, meaningful, and **two-way** regarding student achievement.
-  Include parents in decision-making processes, such as Site-based Committees and Parent Advisory Committees.
-  Involve parents in the school planning process.
-  Provide opportunities for parents to volunteer in the classroom and/or the school.
-  Invite parents to observe the activity in your classrooms.
-  Warmly and professionally greet families when arriving at the school.

TOOLS/RESOURCES:

This is a collection of some popular websites and conferences. They are not necessarily Title oriented, but do support best practices and help attain well-rounded education for students.

Best Evidence Encyclopedia: <http://www.bestevidence.org/>

John Hopkins' School of Education: <http://education.jhu.edu/research/crre/better.html>

What Works Best Clearinghouse: <http://ies.ed.gov/ncee/wwc/>

6 Ways to Commemorate and Honor Veterans: <http://www2.ed.gov/free/features/veterans-day.html>

Three "Get Back on Track" Questions for Principals: <http://jackson-consulting.com/3-track-questions-principals>

Ask Eric: <https://eric.ed.gov/>

Bedtime Math: <http://bedtimemath.org/>

Bedtime Math's Crazy 8s club: <https://crazy8s.bedtimemath.org/home/what>

Attendance Works: <http://www.attendanceworks.org/>

Kids.gov: <https://kids.usa.gov/>

Conferences/Meetings:

Marzano Research:  **MARZANO** Research
Leading the Way

Marzano High Reliability Schools Summit—Rockwell, TX July 6-7, 2017;



ASCD (Association for Supervision & Curriculum Development): <http://www.ascd.org/conferences.aspx>

ISTE (International Society for Technology in Education) 2017: <https://conference.iste.org/2017/>



School Educational Structures

Are we a K-12 school or three schools in one?

A K-8 or a K-5 elementary and a 6-8 middle school?

Are we a middle school or a junior high? Does it matter?

The educational structures of schools in a district drive many aspects when it comes to Title programs, accountability and the certification a teacher must have.

Many times you will hear a school described as a K-12 school because there is only one school building in a district. However, a closer exam will show there are at least two, if not three “schools” in every one building district. Most districts have an elementary, a middle school/junior high, and a high school in their district as far as Title Programs, accountability, and certification are concerned.

The variations on educational structures are many. They can range from districts with K-1, 2-3, and 4-5 elementary buildings to districts with a more traditional breakdown of K-5 or a K-8 elementary. Then you can have a middle school, which is either a 5-8 or a 6-8 structure, or you can have a junior high with the traditional 7-8 breakdown.

Does it matter what the structure is? Absolutely! One of the biggest issues arises in a K-8 elementary, where teachers must be elementary certified, not middle school endorsed even if teaching grades 6-8. You can also have teachers with a K-8 certification that are not able to teach in a middle school setting.

Even in a one building district, teachers’ certifications must align with the educational structure turned in to the state at the start of each school year. There are very few certification areas that are truly K-12.

To find out what educational structures are present in South Dakota districts, go to the department’s website: <http://doe.sd.gov/ofm/edudir.aspx>, click on a district and then click on a school.



Address Homeless Students in District/School Plans

The McKinney-Vento statute and various other statutes under Title I require that school districts know their student population and plan for the needs of students experiencing homelessness. Each district must review data and determine from the community whether or not homeless students may be present. For example, any district with a domestic violence shelter would have homeless children and any district with a high poverty rate would likely see students in a homeless living situation. The district must address these issues in the needs assessment completed by the district in preparation for the Consolidated Application and reflect that information in the application's Needs Assessment Section.

Likewise, each school operating a schoolwide program must review the needs of the students in their specific school considering current homeless students and students who may be living in an unstable housing situation. A school must know the student population and then address the homeless population in the Schoolwide Plan. The law mandates that all schoolwide plans must include a description of how a school will integrate resources and involve parents to address the education of homeless children.

